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ABSTRACT

A study examined the past home environment (prior to kindergarten entrance) of 26 students currently in grade 2. Subjects were selected from the population of second graders who participated in the district-wide First Grade Reading/Language Arts Assessment Test when they were in the first grade in an elementary school in central New Jersey. Parents of these middle- to upper-middle class students answered questions concerning the literacy environment at home and their involvement in their child's literacy development prior to his/her entrance into kindergarten. The 2 indices, made up of 50 Likert items, were compared statistically to determine whether or not a relationship exists between the home literacy environment and the frequency of occurrence of literacy interactions. Results indicated that a significant correlation exists between the two measures. Related research and a sample parent questionnaire are appended. Contains 26 references. (Author/CR)

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THE RELATIONSHIP BETWEEN THE HOME LITERACY ENVIRONMENT AND THE FREQUENCY OF LITERACY INTERACTIONS WHICH OCCUR THERE

by

Tina Giordano

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ABSTRACT The study examined the home environment of 26 second graders, prior to entrance into kindergarten. Parents answered a questionnaire focusing on the amount of literacy artifacts found in the home and the frequency of literacy interactions which occurred prior to formal schooling. The two indices, made up of 50 Likert items, were compared statistically to determine whether or not a relationship exists between the home literacy environment and the frequency of occurrence of literacy interactions. It was found that a significant correlation exists between the two measures.

TABLE OF CONTENTS

I. Abstract	ii
II. Introduction	1
III. Hypothesis	5
IV. Procedures	5
V. Results	7
VI. Conclusions	7
VII. Home Literacy Environment and Reading Achievement: Related Research	9
VIII. References	21
VIX. Appendix	24

Much research has been conducted concerning a child's home literacy environment and its effects on reading achievement (Hildebrand and Bader, 1992; Strickland and Morrow, 1989; Hill, 1989; Shapiro, 1988; Ferreiro and Teberosky, 1982). The studies have shown that children from home environments that provided ample opportunities to interact with print which included numerous books and books on tape; alphabet materials - including magnets, cards, and blocks; trips to the library; and reading and /or storytelling experiences and discussions, had higher emerging literacy skills when measured upon entrance into school than those who did not (Hildebrand and Bader, 1992).

There is no debate over the fact that parents and caregivers are their children's first teachers and thus, the home environment that they provide plays a crucial role in that child's development. A ground breaking study conducted by Dolores Durkin (1966) supported this belief as it relates to learning how to read. It was found that, "early readers are not a special brand of children who can be readily identified...rather...it is their mothers who play the key role in effecting the early achievement" (Durkin, 1966, p.138). Durkin (1966) found that the home environment as well as parental modeling of reading behavior, the time given to the task, and the parent's concept of his/her role as educator are the most important factors in fostering early literacy as well as reading achievement.

Later studies have built upon the early research of Durkin (1966) and were targeted at discovering what factors in the home environment were related to acquiring successful reading habits. Further research determined what value an environment that fostered reading had on a child's emergent literacy and his/her reading achievement.

Hildebrand and Bader (1992) highlighted the importance of parental involvement in their child's efforts in learning how to read. They questioned the parents of children aged three to five to determine a developmental baseline for emerging literacy skills. Results indicated that "the young subjects who tested highest on the emerging literacy measures were those whose parents provided numerous experiences with the alphabet in books, blocks, and shapes" (Hildebrand and Bader, 1992, p.167-69). Those who scored low on literacy measures watched more television than children with higher measures and tended not to receive books as gifts. Whereas, the children who scored high received books as presents and had frequent discussions about printed material or about a story on television. These behaviors helped to improve oral language which later contributes to writing skills (Hildebrand and Bader, 1992).

It was also found that a link exists between vocabulary development and comprehension and explanatory and narrative talk. In a study by Dickinson and Tabors (1991) mealtime discussions were recorded. It revealed that children who scored high on tests for vocabulary and comprehension were those who were exposed to explanatory and narrative language - it did not matter whether or not the children had contributed to the conversation, they just had to be present (Dickinson and Tabors, 1991).

Likewise, the frequency in which a child took the lead in a discussion about a book predicted how well that subject was able to answer comprehension questions on a later book (Dickinson and Tabors, 1991). The results in Dickinson and Tabors' (1991) research revealed "that literacy-based experiences give rise to general literacy-related knowledge as well as specific print skills" (p.41).

Doiron and Shapiro (1988) expanded research on the home - school literacy relationship through their work on children's sense of story. Their findings were similar to the results stated above, for they concluded that the same elements that made up a literacy rich home environment helped to develop a child's sense of story. "Four year olds from higher literacy environments included significantly more story elements and used significantly more literary devices than did four year old from lower level literary environments" (Doiron and Shapiro, 1988, p.197-98). Storytelling, the researchers contended, should be incorporated into daily activities in order to improve a child's knowledge of story sequence and structure.

Not to be overlooked, is an important finding reported by Baker, et. al. (1996), which considers the effects of a household's attitude about literacy. Those from homes where literacy was viewed as a source of entertainment did better on measures related to story understanding and print awareness than those subjects who grew up in homes where an emphasis was put upon literacy learning as a skill.

As the above review indicates, past research does support the belief that a rich home literacy environment has a positive effect on a child's literacy development. Knowing this, should providing this type of environment to all be our goal as we aim to become a nation of readers? More research must be conducted on the type of home environment that is the most successful in helping our young children to begin reading. It would also be helpful to discover whether or not parental attitudes about reading are a determining factor in children's reading behavior.

If it is found that there is no significant correlation between a rich home literacy

environment and reading achievement, then children who are provided with such an experience prior to formal schooling will not have an advantage over those who are not emersed in literacy at home when acquiring the skills and the motivation necessary to develop as readers. This finding could have both a positive and a negative impact on beginning readers.

The positive, if it could be considered so, would be that all children would come into school at the same level in terms of emergent literacy. Children from homes where there may be language and/or literacy barriers preventing then from engaging effectively with print or conversing about print related material, would not have a lesser chance of becoming competent readers. The negative effect would be unmeasurable. Would this mean that parents and caregivers would not share with their children the wonderful and exciting world of reading because this would not advance their child in the classroom? The implications of this would be a tragedy in more ways then one, for children's knowledge about the world as well as their language development is enhanced through storytelling.

If further study supports past research, and it is found that parental behavior and involvement in literacy learning is a good predictor of reading achievement, then parents, teachers, and most importantly, children will benefit. Teachers can provide parents with information and helpful examples on how to assist their child on the road to becoming a successful reader. They can stress the importance of the research findings, interpret the results, and apply them by providing manageable practices that can be utilized in the home. In turn, "teachers can learn from the way children learn in natural settings outside of school. Classrooms can become families or communities in which the experiences of the home are valued and used

as building blocks for language and literacy development" (Strickland and Morrow, 1989, p.530).

HYPOTHESIS

To provide some more information on this topic, the following study was undertaken. It was hypothesized that there would be no significant correlation between the literacy artifacts available in the home and the frequency of occurrence of literacy interactions that take place in that environment prior to formal schooling.

PROCEDURES

A sample of 26 students was taken from the current population of second graders who participated in the district-wide First Grade Reading/Language Arts Assessment Test while a member of the first grade in an elementary school in central New Jersey. Parents of these middle to upper-middle class students answered questions concerning the literacy environment at home and their involvement in their child's literacy development prior to entrance into Kindergarten.

The questionnaire (see Appendix A) was a list of 50 Likert items which are divided into two indices: presence and availability of literacy materials and the frequency of literacy events and/or interactions. It was developed using some items found in similar studies conducted by Hildebrand and Bader (1992); Fitzgerald, et. al., (1991); and Meyer, et. al., (1990) and

administered to parents on an individual basis to be completed without the aid of the researcher.

The first index regarding presence and availability of literacy artifacts in the home, included items that were frequently associated with high emergent literacy scores such as alphabet blocks, books, and writing implements (Hildebrand and Bader, 1992). The parents in the study were advised to answer each question to the best of their ability, keeping in mind that the answers should reflect their current second grader's home environment prior to his/her entrance into kindergarten. Their responses were scored as follows: 1 (zero items present in home), 2 (1 item), 3 (2), 4 (3), or 5 (more than 3 items). If the literacy material was a set (ie: flash cards), the respondent was asked to treat it as such.

The second index reflected the frequency of occurrence of several actions that may contribute to reading achievement. Among these are parents reading to children, parents instructing their children about the mechanics of reading (ie: letter sounds), and parents modeling reading as an everyday activity (Meyer, et. al., 1990). This index was scored as follows: 1 (never), 2 (seldom), 3 (occasionally), 4 (weekly), or 5 (daily).

Five distractor items, or artifacts/events not normally considered to be related to literacy development, were included in the questionnaire to help address reliability. Demographic items, though not a factor in this study, were also added. Included in this section were child's age, gender, the number of older siblings, and the respondent's gender, and relationship to the child (Fitzgerald, et. al., 1991).

The scores derived from parental responses on each index of the questionnaire were compared. This was done in order to determine whether or not a correlation exists between the

literacy artifacts available in the home and the frequency of occurrence of literacy interactions.

RESULTS

Correlations were computed between the individual total score obtained on the literacy items index and the individual total score on the literacy interaction index. Results indicate that there is a moderate (.54) correlation (which was significant at the .05 level) between the two indices. Therefore, there is a better that 29% commonality between the availability of the materials associated with literacy learning in the home environment and the frequency of occurrence of quality literacy interactions in which the children in these homes participate.

Upon examination of the reading/language arts achievement scores of the subjects, it was found that the average score obtained was 92%. It appears, then, that the home literacy experiences of the subjects prior to formal schooling, as reported by their parents, may have related to their high achievement in reading later in their school careers.

CONCLUSIONS

This study does support past research. The quality of the home environment, in regards to literacy, does have a positive impact on the quantity of time spent engaged in reading activities. As past research indicates, a literacy rich home environment may contribute to reading achievement, though this was not supported statistically here.

One constraint on the research findings would be due to the fact that the sample of children used is from middle to upper-middle class families. Traditionally, literacy learning is deemed as a high priority in these types of homes and books and other materials may be more readily accessible there (Dorion and Shapiro, 1988).

**HOME LITERACY ENVIRONMENT AND READING ACHIEVEMENT:
RELATED RESEARCH**

It was once assumed that children who were taught to read prior to formal schooling would have difficulty later in their school careers, due to boredom, confusion, or improper "training" (Durkin, 1966). In her longitudinal studies concerning early readers, Durkin (1966) discounted this as well as other pessimistic notions and, in turn, laid the groundwork for further studies about early literacy development.

Durkin (1966) found that parents, and thus the home environment, played a crucial role in fostering early reading. Though she conducted her research in a time when there was much controversy over how and to what extent a parent should take part in his/her child's education, Durkin's (1966) data indicated the importance of parental instruction, either direct or indirect:

parents who spend time with their children; who read to them; who answer their questions and their requests for help; and who demonstrate in their own lives that reading is a rich source of relaxation, information, and contentment (Durkin, 1966, p. 136)

are parents of successful readers.

Also prevalent in the home environments of the early readers were materials described as "school-like", such as picture dictionaries, alphabet books, work books, and even basal readers (Durkin, 1966). Furthermore, the early readers in Durkin's (1966) study maintained a level of achievement higher than that of their classmates who did not begin to read until the first grade.

This new evidence surrounding early literacy learning and the environment in which it is facilitated, prompted an abundance of research on the topic with the hopes of applying what was discovered to improve reading instruction. Herewith, three major issues will be discussed in this regard:

- 1) The environmental factors that are associated with early literacy,

- 2) What importance these factors have in relation to acquiring successful reading habits and their effect on later reading achievement, and
- 3) The parent/caregiver's role in supporting emergent literacy as well as a brief look at parental attitudes and it's connection with early reading ability.

Teale (1978), in his review of studies about early readers, indicated four key factors that were repeatedly found in positive reading environments. They are similar to those cited earlier from Durkin's (1966) research. First was the accessibility of a wide range of printed materials, including, but not limited to, books. It was later found that literacy artifacts such as alphabet blocks, magnet letters, books on tape, and flash cards, all contributed to literacy learning (Hildebrand and Bader, 1992).

In their exploratory study regarding parental involvement and children's emerging literacy skills, Hildebrand and Bader (1992) administered a questionnaire to parents of children aged three to five and one half. Parental responses were compared to children's literacy measures to reveal that children with higher emergent literacy measures had parents who provided such literacy artifacts as those mentioned above. Children who scored low on the literacy measures watched more television than children with higher literacy measures and tended not to receive books as gifts. It was also found that objects such as alphabet shapes and blocks play a significant role in literacy acquisition because they help children to learn the alphabet - a crucial component of beginning literacy.

Morrow (1983) also conducted research on the home environment and literacy development by focusing on the home and school behaviors of young children who demonstrated an early interest in literacy learning. Through observations, parent questionnaires, and teacher

evaluations, Morrow (1983) identified approximately 400 kindergartners as either possessing a high or low interest in literature. It was revealed that those categorized as high interest readers had more books available to them in all areas of their home than did low interest children. Furthermore, the high interest subjects possessed behaviors and came from environments that were consistent with early readers and older voluntary readers.

Though having books and other literacy artifacts in the home has shown to be a significant factor in creating an interest in reading and in establishing a foundation for later reading success, Fitzgerald, et. al. (1991) contend that what is done with these resources is of the utmost importance. In other words, children who read early learn to do so by being read to and through adult interpretations of environmental print (Teale, 1978). This is Teale's second factor - a positive literacy environment is one in which reading takes place, not only by the child, but by the parent.

Numerous studies support this belief. Hildebrand and Bader (1992) found that children who were read to frequently and who were provided with books on tape had higher emergent literacy measures than those who did not. Fitzgerald, et. al. (1991) interviewed 108 parents/caregivers to determine their perceptions of emergent literacy. The parents/caregivers were then given the Wide Range Achievement Test (WRAT) to determine approximate reading level. Results indicated that listening to stories being read was the highest rated and most often mentioned literacy event by both high and low literacy parents.

Dickinson and Tabors (1991) developed a test battery known as the School-Home Early Language and Literacy Battery - Kindergarten (SHELL-K) to assess language and literacy

development. They employed this test in conjunction with other diagnostic instruments to determine what contributions home and school environments make to literacy achievement. It was found that literacy based experiences such as book reading give rise to print and general literacy related knowledge (Dickinson and Tabors, 1991).

An earlier study by Plessas and Oakes (1964) revealed similar findings. Parents of children considered to be early readers by their teachers answered a questionnaire developed to determine the child's pre-reading activities. The early readers' experiences included being read to "extensively," exhibiting a personal interest in reading, attending to environmental print, asking questions about letters and words, and they were also taught to read at home. These activities were significantly correlated with reading readiness skills acquisition as well as with reading achievement in first grade (Miller, 1969).

It was also learned that listening to stories being read aloud had the greatest impact on preschool literacy understanding and later reading achievement (Shapiro, 1994). Furthermore, "children from homes in which reading occurred regularly have more positive attitudes and higher achievement levels in reading than children whose parents do not read to them" (Meyer, et. al., 1990).

Spiegel (1992), in her "Portrait of Parents of Successful Readers," stated that these parents read to their children often and served as role models by reading themselves. In contrast, Fitzgerald, et. al. (1991) found that low-literacy parents did not model reading behaviors, though they did understand their importance in regard to the literacy development of their child.

When children are read to they become familiar with the workings of the spoken word as

well as the language of books; this leads to comprehension when children are reading on their own (Teale, 1978). In Becoming a Nation of Readers What Parents Can Do (Binkley, 1988), the authors state that this is "the single most important activity for building the knowledge required for eventual success in reading" (p.7).

Interpretation of environmental print also plays a significant role in literacy development, as does trips to the library (Teale, 1978). However, these elements in isolation did not necessarily contribute to early reading success. Children must initially learn the function of print and that print has meaning. That is why it is important for children to observe "the significant people in their lives modeling reading behaviors naturally - for real purposes - in a variety of ways...a parent reading a recipe while cooking...studying a map on the family vacation, or reading the assembly instructions for a new bike" (Vacca, et. al., 1991, p.68).

Research has shown that even children from low socio-economic background who have scored low on reading and writing achievement tests are able to gain knowledge of print function relative to the amount in which they experience it in their lives (Purcell-Gates, 1996).

The third contributing factor in early literacy learning deals with the quality of the interaction that a child experiences during reading related activities (Teale, 1978). The parent should be willing to help when it is needed and when it is needed should be determined by the child. A parent should answer questions about reading in such a way that reflects its importance in every day life, while still focusing on the child's interest. In this way, the parent can support the child's attempts at making sense of the printed world that surrounds him/her.

The most beneficial read aloud sessions are those that are interactive. This means that the

child and the parent discuss the story, before, during, and after reading; the parent gives or illicit the meanings of words; draws attention to picture cues while reading; and asks questions about what is being read (McMackin, 1993).

Brody et. al. (1996) conducted research on the effects of caregiver support on the literacy development of children who have graduated a Head Start program. They found that the literacy skills of these children were promoted when the caregivers responded to them during storytelling sessions by talking, answering questions, or maintaining nonverbal interchanges. "It is likely that parents who demonstrate responsive and affectionate behavior during literacy interactions make reading a more enjoyable and engaging activity for their children" (Brody, et. al., 1996, p. 54).

Interactions such as those mentioned above had a positive impact on cognitive skills and increased vocabulary. These areas improved further when caregivers asked questions that required higher level thinking skills such as evaluating, classifying, sequencing, showing cause and effect reasoning, identifying logical alternatives to story events, and noticing similarities and differences (Brody, et. al., 1996).

It was also found that a link exists between vocabulary development and comprehension and explanatory and narrative talk. In a study by Dickinson and Tabors (1991) mealtime discussions were recorded. It revealed that children who scored high on tests for vocabulary and comprehension were those who were exposed to explanatory and narrative language - it did not matter whether or not the children had contributed to the conversation, they just had to be present.

Likewise, the frequency in which a child took the lead in a discussion about a book

predicted how well that subject was able to answer comprehension questions on a later book (Dickinson and Tabors, 1991). These results were later supported in a study by Beals and DeTemple (1992).

Dorion and Shapiro (1988) expanded research on the home - school literacy relationship through their work on children's sense of story. Their findings were similar to the results stated above, for they concluded that the same elements that made up a literacy rich home environment helped to develop a child's sense of story. "Four year olds from higher literacy environments included significantly more story elements and used significantly more literary devices than did four year olds from lower literacy environments" (Dorion and Shapiro, 1988, p.197-98). Shapiro (1994) continued this research to discover that children who come from high literacy homes have good oral language skills, better understanding of story schema, and that the "patterns of discourse during book reading episodes were related to the later emergence of print related skills" (Watson and Shapiro, 1988, as cited in Shapiro, 1994, p.1). Storytelling, the researchers contended, should be incorporated into daily activities in order to improve a child's knowledge of story sequence and structure.

When analyzing the factors that affect the reading development of accelerated readers and non-readers who are of superior intellect, Burns and Collins (1987) found that the accelerated readers were provided with more opportunities to recall, discuss, and interact with story information and story related materials than non-readers. They also had a greater number of experiences with letters, sounds, words, sentences, pictures, and book related concepts than non-readers. This contributed to their significantly higher scores on questionnaires involving print

concept and story recall. Additionally, being exposed to concepts related to letters and sounds has been proven to be a better predictor of reading success than IQ (Yopp, 1995).

The final factor is the opportunity to engage in writing activities that are meaningful as well as functional (Teale, 1978). Later research revealed that reading and writing are ultimately correlated; that generally good writers are good readers and vice versa (Vacca, et. al., 1991).

"The two processes share many of the same characteristics: Both are language experience based, both require active involvement from language learners, and both must be viewed as acts making meaning out of communication" (Vacca, et. al., 1991, p.138).

When reading, the reader constructs a message from the author and when writing, the author constructs a message for others to read. Practice in one of these areas strengthens skills in the other area. Children should be encouraged to write stories, messages, lists, etc. These types of meaningful activities reinforce many concepts that are essential for successful reading (e.g., the relationships between letters and sounds, the understanding that print conveys meaning, the development of the concept of a "word" (McMackin, 1993, p. 144).

Rasinski, et. al.'s (1990) research on successful, but not exceptional kindergarten readers, has shown support for Teale's (1978) four factors; all of which contributed to the subjects' reading ability. After observing the kindergartners and interviewing their parents, Rasinski, et. al. (1990) found that writing for functional purposes, for example - writing notes to family members, making lists, telling stories - as well as parents taking dictation from their children, were frequent occurrences in the subjects' homes.

Though the above is true, it was also found that playing word games, making lists of interesting words, writing words on cards, and learning to recognize words in stories were "a

dominant part of the literate home lives of these children...children seem to realize tactily that words are an important part of reading and writing and parents...capitalize on the this interest in fun...ways" (Rasinski, et. al., 1990, p.12).

Strickland and Morrow (1989) suggest that meaningful and pleasurable writing activities should be an integral part of each child's day. It is also important to share their writings, therefore reinforcing the reading/writing connection.

It is quite obvious that parent/caregiver support and involvement is necessary to help nurture a young child's ongoing curiosity about print. Therefore, parental participation in the facilitation of emerging literacy is crucial.

Parents of successful readers are the first teachers of their children and they believe that they can have a positive impact on their child's educational future. In most cases, parents have the ability to establish a literacy rich home environment that not only includes literacy artifacts, but a belief in the love of reading and it's value (Spiegel, 1992). In contrast, the parental role in the life of a less successful reader is "casual," for the parents do not believe that their interventions in their child's literacy learning will have any impact (Spiegel, 1992).

Parental participation, however, may not be the only contributing factor in developing successful readers. Baker, et. al. (1996) stress the importance of taking into account the parent's perspectives about early literacy learning, and not just focusing on parental behaviors during reading interactions. They found that "parents' perspectives on literacy are related not only to the experiences they make available to their children in the home, but also to children's independent performance on tasks designated to assess emergent literacy" (Baker, et. al., 1996, p. 71).

Low literacy parents perceived literacy development to be skill oriented and were less likely to participate in literacy modeling. They also knew less about what to do to help their children develop as readers than did high literacy parents (Fitzgerald, et. al., 1991).

In an unrelated study conducted by Anderson (1993), parents of children aged three and four were interviewed to determine their perception of literacy development. The subjects' children were then separated into two groups according to their parent's answers and interviewed. The children were asked questions that assessed their concept of print, knowledge of letter identification, story telling ability, writing ability, and concept of reading and writing. Though there were no significant differences found between the groups on any of the literacy knowledge measures, results indicated that the group means were higher for the traditional group than for the emergent group on all measures.

In summary, significant research has shown that learning to read is a growth process that can be fostered in the home. If provided with a rich literacy environment where reading and writing materials are readily available; where a positive, supportive attitude exists towards the importance and meaningfulness of reading; and where parents/caregivers take on an active role in their child's education, children will have a greater chance at becoming successful readers (Spiegel, 1992). Yet, with this knowledge, there are still children (barring other reasons not mentioned here) in schools that are less successful readers, and parents who are unable, for varying reasons - whether it be attitude or socio-economic status - to provide this type of environment for their children (Baker, et. al., 1996 and Spiegel, 1992). Thus, the question posed earlier again arises - Is it our responsibility to provide this positive literacy environment to all in

order to become a nation of readers?

It must also be noted that environment is not the only ingredient involved in building the successful reader. Because this study's focus was on the environmental factors correlated with reading achievement, the characteristics of the reader were not taken into account, but should not be overlooked (Teale, 1978). Further research should also be conducted in the area of parental literacy level and perceptions as well as reader interest (Fitzgerald, et. al., 1991 and Morrow, 1983).

This is because one of our goals as parents and as educators is to make life long readers out of our children and what better way to do that than by strengthening the connection between home and school - using what is successful at home, in regards to reading, at school and teaching parents how to employ successful strategies used in schools at home? As Teale (1978) states, "The more conducive to learning to read we can make that environment, the more responsible it is to children, the better it will be in the long run for enabling children to read and for fostering within children the desire to read" (p. 931).

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APPENDIX A

-24-

28

The list below contains several items one might find in a child's home prior to attending school. Please indicate how many, if any, of each item could have been found in your home before your current second grader entered Kindergarten, by circling the appropriate number. If the item mentioned is a set (ie: flash cards, magnet letters), please treat it as such.

Use the scale below to answer each question. Please do so as accurately as possible, and remember, the questions refer to the objects in your home prior to your current second grader's entrance into Kindergarten.

	<u>Zero Items</u>	<u>1 Item</u>	<u>2 Items</u>	<u>3 Items</u>	<u>More Than 3 Items</u>
	1	2	3	4	5
1. alphabet blocks (1 set = 1)					1 2 3 4 5
2. magnet letters (1 set = 1)					1 2 3 4 5
3. flash cards with letters &/or pictures (1 set = 1)					1 2 3 4 5
4. markers					1 2 3 4 5
5. crayons					1 2 3 4 5
6. pencils					1 2 3 4 5
7. paper for writing/coloring					1 2 3 4 5
8. stuffed animals					1 2 3 4 5
9. books on tape					1 2 3 4 5
10. daily newspaper					1 2 3 4 5
11. personal/home computer					1 2 3 4 5
12. computer reading/writing programs for children					1 2 3 4 5
13. computer "game" programs					1 2 3 4 5

- | | | | | | |
|-------------------------|---|---|---|---|---|
| 14. musical instruments | 1 | 2 | 3 | 4 | 5 |
| 15. chalk/writing board | 1 | 2 | 3 | 4 | 5 |

- | | <u>Zero Items</u>
1 | <u>1 Item</u>
2 | <u>2 Items</u>
3 | <u>3 Items</u>
4 | <u>More Than 3 Items</u>
5 |
|----------------------------------------------------------------|------------------------|--------------------|---------------------|---------------------|-------------------------------|
| 16. computer-type toys that have children read or spell | 1 | 2 | 3 | 4 | 5 |
| 17. children's books | 1 | 2 | 3 | 4 | 5 |
| 18. children's magazines | 1 | 2 | 3 | 4 | 5 |
| 19. indoor/outdoor playground set (ie: slide, climber, swings) | 1 | 2 | 3 | 4 | 5 |
| 20. books for grown-ups | 1 | 2 | 3 | 4 | 5 |
| 21. magazines for grown-ups | 1 | 2 | 3 | 4 | 5 |
| 22. comic books | 1 | 2 | 3 | 4 | 5 |
| 23. preschool workbooks | 1 | 2 | 3 | 4 | 5 |
| 24. children's dictionary | 1 | 2 | 3 | 4 | 5 |
| 25. children's encyclopedia | 1 | 2 | 3 | 4 | 5 |

Please answer the following questions using the scale below. Again, the questions relate to the time before your second grader was in Kindergarten.

- | | <u>Never</u>
1 | <u>Seldom</u>
2 | <u>Occasionally</u>
3 | <u>Weekly</u>
4 | <u>Daily</u>
5 |
|---------------------------------------|-------------------|--------------------|--------------------------|--------------------|-------------------|
| 26. Did you read to your child? | 1 | 2 | 3 | 4 | 5 |
| 27. Did your child ask to be read to? | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|-------------------------------------------------------|---|---|---|---|---|
| 28. Did your child try to read to you? | 1 | 2 | 3 | 4 | 5 |
| 29. Did any family members help your child read? | 1 | 2 | 3 | 4 | 5 |
| 30. Did your child help with small household tasks? | 1 | 2 | 3 | 4 | 5 |
| 31. Did you visit the public library with your child? | 1 | 2 | 3 | 4 | 5 |

- | | <u>Never</u>
1 | <u>Seldom</u>
2 | <u>Occasionally</u>
3 | <u>Weekly</u>
4 | <u>Daily</u>
5 |
|---------------------------------------------------------------------------------------|-------------------|--------------------|--------------------------|--------------------|-------------------|
| 32. Did you leave notes for other family members? | 1 | 2 | 3 | 4 | 5 |
| 33. Did your child listen to books on tape? | 1 | 2 | 3 | 4 | 5 |
| 34. Did you make/use a shopping list? | 1 | 2 | 3 | 4 | 5 |
| 35. Did your child play board games (ie: "Candy Land") | 1 | 2 | 3 | 4 | 5 |
| 36. Did you watch T.V. with your child? | 1 | 2 | 3 | 4 | 5 |
| 37. Did your child talk to you about T.V. programs? | 1 | 2 | 3 | 4 | 5 |
| 38. Did you follow written directions (ie: to assemble something)? | 1 | 2 | 3 | 4 | 5 |
| 39. Did your child recognize or ask for help to read store signs
or traffic signs? | 1 | 2 | 3 | 4 | 5 |
| 40. Did your child pretend to read story books? | 1 | 2 | 3 | 4 | 5 |
| 41. Did you receive or write letters? | 1 | 2 | 3 | 4 | 5 |
| 42. Did your child try to tell or write stories? | 1 | 2 | 3 | 4 | 5 |
| 43. Did you and your child discuss books that had been read? | 1 | 2 | 3 | 4 | 5 |
| 44. Did your child write or ask help to write letters/words? | 1 | 2 | 3 | 4 | 5 |
| 45. Did your child help you write thank you notes or the like? | 1 | 2 | 3 | 4 | 5 |



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